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## A study of the impact of the implementation of Title Nine requirements in athletics in a typical Class A Nebraska High school

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5-4

A STUDY OF THE IMPACT OF THE  
IMPLEMENTATION OF TITLE NINE REQUIREMENTS  
IN ATHLETICS  
IN A TYPICAL CLASS, A NEBRASKA HIGH SCHOOL

Presented to the

Graduate Faculty  
University of Nebraska  
at Omaha

In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education

University of Nebraska at Omaha

by

Douglas Morrow

April, 1977

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# FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska,  
in partial fulfillment of the requirements for the degree Spe-  
cialist in Education, University of Nebraska at Omaha.

## Supervisory Committee

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Date

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## CHAPTER I

### INTRODUCTION

Much of the discrimination against women in education exists unconsciously and through practices long entrenched in tradition. The Title IX legislation requires educators in the next year, and for years to come, to begin a far reaching self-examination of their total program offerings. Educators should attempt to identify any discriminatory policies or practices which may exist within their institutions and take whatever remedial actions that is necessary.

The Title IX legislation was patterned after Title VI of the Civil Rights Act, which opened many closed doors for racial minorities. With the establishment of the Title IX legislation by the Health Education and Welfare Department, it was constructed to enact equal opportunity and to eliminate discrimination on the basis of sex. The ammendment clearly states:

No person in the United States shall, on the basis of sex, be denied the benefits of, or be subjected to, discrimination under any educational program or activity receiving federal financial assistance.<sup>1</sup>

The Title IX ammendment encompasses many aspects of discrimination in education on the basis of sex, on all levels of the educational spectrum.

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<sup>1</sup>William Hoffer, "Title IX: Federal Weapon Against Sex Discrimination." School Management, (August, 1973) V. 17, 32-33.

It deals specifically with educational institutions which receive federal financial assistance; primarily in the areas of employment, awards and scholarships, extracurricular activities, physical education classes, and athletics.

This project will focus on how Title IX affects athletics in general and specifically the program at Central High School.

The proposed Title IX regulation specifically prohibits discrimination in sports programs, and school districts will be required to arrange interscholastic sports opportunities for girls. The goal of the regulation in the area of competitive athletics, is to ensure equal opportunity for males and females while allowing schools and colleges flexibilities in determining how best to provide such opportunities.

School districts must advise female students of their eligibility for every sport, and districts must conduct a survey at least once a year to determine the athletic interest of the female students.

If separate teams are established, the teams must be comparable (a varsity girls team must be adopted to match every varsity boys team), and equipment and facilities must be comparable in every way.

The Title IX regulations specifically do not require school districts to spend equal amounts of money for boys and girls teams, but schools may, for example, force the girls swimming teams to practice only in the early morning, while the boys have access to the pool during after school prime time hours.<sup>2</sup>

In essence, we (coaches and administrators) at Central High School must work together to improve our program offering, to insure that all of the guidelines of the Title IX amendment are met, and that a smooth and equitable transition will occur when this legislation finally becomes law.

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<sup>2</sup>August W. Steinhilber, "Here's What the Tough New Federal Rules Against Sex Bias Means for Public Schools." American School Board Journal (August, 1974) 20-21.



Furthermore, it is necessary that equal opportunity exists for both male and female students.

This project will focus on how Title IX will affect high school athletics in general and specifically Central High School, when the Title IX legislation becomes law in the fiscal year 1977.

This project will attempt to bring into perspective the effects of Title IX on educational programs and activities which receive federal financial assistance.

#### Statement of the Problem

The purpose of this study is to determine the degree of impact on athletics in the Central High School of the Omaha Public School district as a result of the implementation of Title IX requirements.

Various aspects of these activities will be considered in this study. For example, what effect has there been with respect to scheduling, budgeting, staffing, facilities, transportation, equipment, and participation.

#### Definition of Terms

Equal Opportunity -- as defined by the Health, Education and welfare Department:

In the development of the total athletic program in educational institutions, in order to accommodate effectively the interest and abilities of both sexes, must ensure that equal opportunity exists in both the conduct of athletic programs and the provision of athletic scholarships.<sup>3</sup>

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<sup>3</sup>U. S. Department Health, Education, and Welfare, Memorandum for College and University Presidents, Chief State School Officers and Local School Superintendents, Office of Civil Rights, Washington, D.C., June 1975.

Title IX -- as defined by the Health Education and Welfare Department:

[ No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance . . .<sup>4</sup>

#### Limitation of Research

This study will concentrate on high school athletics in Central High, Omaha Public School.

#### Importance of This Project

This study will determine if Central High School is in compliance with all of the aspects of Title IX legislation. Recommendations for a smooth transistion for compliance will be a result of the study.

#### Format of the Study

This project will utilize the method of comparative analysis of reports of previous years of the athletic budget and related concerns.

Chapter I serves as an introduction and reviews the historical aspects which lead up to the implementation of Title IX legislation.

Chapter II reviews other literature that relates directly and indirectly to Title IX legislation.

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<sup>4</sup>U. S. Department Health, Education, and Welfare, Memorandum for College and University Presidents, Chief State School Officers and Local School Superintendents, Office of Civil Rights, Washington, D.C., June 1975.

Chapter III will focus on the affects that Title IX has had on activities, scheduling, budgets, and transportation.

Chapter IV will conclude with a summary and recommendations for a full compliance with enactment of Title IX.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In June 1972, the Congress passed Title IX of the Education Amendments, a law which affects virtually every educational institution in the country. The law prohibits discrimination by sex in educational programs that receive Federal money.

The spirit of the law is reflected in this opening statement: Under Title IX, "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . ."

The law was originally introduced in 1971 as an amendment to the Civil Rights Act of 1964. Following Congressional debate and changes, the law, signed on June 23, 1972, a broad scale bill covering a range of Federal assistance programs.

During the deliberations on the new law, individuals and organizations testified to existing conditions which they believed made the passage of such a law essential.

#### Examples:

- Testimony indicated that girls were frequently denied the opportunity to enroll in traditionally male courses such as industrial arts and boys the opportunity to enroll in courses such as home economics because of overtly discriminatory secondary school policies.

- Even if such course enrollment restrictions were not present and a student interest existed, boys and girls would be counseled to enroll in

traditionally male and female career development course.

- Evidence concerning physical education activities indicated that women and girls were shortchanged. A school in a Midwestern district, for example, operated a program for girls that was substantially inferior to that operated for boys. In another case, rules in one state forced a high school to deny its best tennis player both coaching and a chance to compete on the school's tennis team because that athlete was female.
- A national survey conducted in 1970-71 by the National Education Association showed that while women constituted 67 percent of all public school teachers, they accounted for only 15 percent of the principals and 0.6 percent of the superintendents. Most of the women holding administrative positions were confined to the elementary school level. Specifically, women represented 19 percent of the nation's elementary school principals; but, only 3.5 percent of the junior high principals and three percent at the senior high level.
- A study by the National Center for Educational Statistics revealed that as 1973, women college faculty members received average salaries almost \$2,500 less than those of their male counterparts. The study also showed that 9.7 percent of female faculty members had achieved the rank of professor, contrasted with 25.5 percent of males.

#### Development of Regulations

This was the setting under which the Department of Health Education and Welfare's office for Civil Rights drew up the proposed regulation to carry out the nondiscrimination principles of Title IX. It applied, with a few specific exceptions, to all aspects of education programs or activities carried on by Federally assisted school districts, institutions of higher learning, or others receiving Federal

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<sup>5</sup>U. S. Department Health, Education, and Welfare, HEW Fact Sheet, June 1975.

financial aid. Generally, it covered admissions, treatment of students and employment.

On June 20, 1974, a proposed regulation was published in the Federal Register and public comment was invited. To assist the public in understanding the proposed regulations, representatives from the Office of Civil Rights conducted extensive briefings in 12 major cities throughout the country.

From the publication of the proposed regulations in June to the close of the comment period in October, Health, Education and Welfare received nearly 10,000 public comments. The heaviest volume of comment came in six areas on the following issues:

- sex discrimination in sports and athletic programs,
- coeducational physical education classes,
- sex stereotyping in textbooks,
- the possible impact of the law on fraternities and sororities,
- scholarships, and
- employment issues.<sup>6</sup>

Drafted on the basis of the proposed regulation issued in June of 1974 and reflecting a number of changes suggested by concerned citizens, organizations and institutions, the final regulation was signed by the president as required by the statute. Effective July 21, 1975, the final regulation prohibits, with certain exceptions, sex discrimination in education programs or activities which receive Federal

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<sup>6</sup> Louis E. Alley, Athletic in Education: The Double Edge Sword, Phi Delta Kappa, October 1974, LVIP 102.

financial assistance.

The comments received raised six major issues. These are not necessarily the most important issues, but they are the points that drew the most comments:

#### Issue I -- Physical Education Classes

The first concerns the requirement to make all physical education classes co-educational, as originally proposed. The final regulation slightly modifies this position. It allows separation during participation in contact sports and explicitly permits grouping of students by ability. It also allows separation during classes in sex education.

Adjustment periods were allowed for schools to realign schedules, alter facilities and replan curricula. Schools were expected to comply as expeditiously as possible, but some recognition of practical problems and costs appears warranted.

#### Issue II -- Financial Aid

Issue II concerns a proposed provision prohibiting institutions from administering scholarships designating a particular sex in wills and trusts. The final regulation allowed nondiscriminatory "pooling" of these scholarships under a two-step procedure.

Step one required an institution to select students to be awarded financial aid on the basis of criteria other than a student's sex. Once students were thus identified, a school's financial aid office would award the aid from both

sex-restrictive and non sex-restrictive sources. If not enough aid was available through non-restrictive sources for members of one sex, the school would then be required either to obtain funds from other sources or award less funds from sex-restricted sources.

### Issue III -- Foreign Scholarships

The proposed Regulation exempted from compliance single-sex scholarships, fellowships and other awards given under foreign wills, trusts or similar legal instruments. The final regulation continues this exemption.

The final regulation therefore permits schools to administer single-sex scholarships and awards for study abroad, provided that the school also makes available reasonable foreign-study opportunities for students of the other sex.

### Issue IV -- Pension Benefits

The proposed Regulation on pension benefits followed the current position of the Department of Labor's Office of Federal Contract Compliance, which allowed employers to provide either equal contributions or equal periodic benefits to members of each sex. While no changes were made in the final regulations, this was the most complex area which was further complicated by the fact that at least three Federal agencies administer rules on this subject.

The president directed the Equal Opportunity Coordinating Council to study this issue further, in consultation with Health, Education and Welfare, and to report back to him by



October 15th. It was expected that this guide would lead toward a uniform policy.

Meanwhile, this Regulation maintained consistency between Health, Education and Welfare's enforcement of Title IX as to employment and the enforcement of Executive Order 11246 which also applies to employment discrimination by universities and colleges with Federal contracts.

#### Issue V -- Curriculum and Textbooks

The proposed Regulation did not cover sex-stereotyping in textbooks and curricular materials. This produced a good deal of public comment. Nonetheless, the administration remained convinced that this position was correct, and the final Regulation explicitly affirms this position. Textbook and curricular content is more properly dealt with at the state and local level. It would be both highly questionable from a constitutional standpoint, and wholly inappropriate for the Federal government to move into this area, and there is no evidence that the Congress desired such a result.

#### Issue VI -- Athletics

Certainly the most talked about issue was athletics. Congress attempted to clarify the Department's mandate in this area by passing language in the Education Amendments of 1974 requiring that Regulations cover intercollegiate sports in some "reasonable" way.

The proposed Regulation was modified in several respects, but held to the basic requirement that school must indeed

provide equal opportunity for both sexes to participate in intramural, interscholastic and intercollegiate athletics.

The provision allowed separate teams in those sports in which competitive skill is the basis for selecting team members, and added a provision allowing separate teams in contact sports. This is not a requirement, nor is it a suggestion that colleges can refuse to offer football, basketball or other contact sports to members of each sex separately if there is enough student interest to warrant it.

Many athletic activities did not involve bodily contact--tennis, track, swimming, golf and others. In those sports, if an institution offers a team for one sex and not for the other, and if it has limited the opportunities it has offered to members of the other sex in the past, then members of that sex must be allowed to try out for positions on the team.

In all, this Regulation enhances opportunities for women in athletics, but it will also allow schools the flexibility they need to keep competitive sports alive and well.

The Regulation also describes what the Department will look at when it considers whether or not a school is providing equal opportunity in athletics.

For example, whether or not the sports and levels of competition offered by the school accommodates the interests and abilities of both sexes will be considered. Whether or not there is equity in providing equipment and supplies, scheduling games and practices and in providing coaching will, also, be considered.

The Regulations did demand dollar-for-dollar matching expenditures for each sex. The crucial sentence concerning expenditures reads as follows:

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of one sex.

Changes will be necessary to bring athletics offered by some institutions into compliance with the Regulation, and time may be needed to allow for these changes. Therefore, the Regulation gave elementary schools up to a year to comply. Secondary and post-secondary schools, which have greater problems, may have up to three years.

Although these were the most controversial issues, in discussing them it is essential not to lose sight of the basic scope and thrust of Title IX:

- Nondiscrimination in admission to educational institutions is at heart of the Regulations; the only exceptions are those in the statute itself. The days of quotas or stiffer standards for female graduate school applicants are over--and should be over.
- The Regulation proscribes sex discrimination in employment at the elementary and secondary level for the first time, in addition to expanding coverage in higher education.<sup>7</sup>

### Compliance

The Title IX Regulation adopts Title VI compliance procedures on an interim basis. There is a reason for this:

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<sup>7</sup>U. S. Department Health, Education and Welfare, HEW Fact Sheet, June 1975.

Simultaneously with the publication of Title IX Regulations, a proposed regulation that calls for a consolidated enforcement approach to all of the Department's statutory Civil Rights responsibilities, Title IX, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 and other authorities.

This new approach will assure a more balanced and comprehensive effort. The aim was to focus Health, Education and Welfare's enforcement machinery on the main, systemic forms of discrimination, and give priority attention to these, rather than follow an approach in which priorities are dictated by the morning's mail, and each complaint, whether suspicious or not, must be fully investigated, just because the complaint has been made. In practice, this means that the limited resources of the Department may be diluted by the need to investigate unsupported complaints, leaving really major forms of discrimination virtually unexamined.

The new approach does not mean that the Department of Health, Education and Welfare is going to stop considering information from individuals or groups that concerns noncompliance. It does not mean that this information will be used by the Department of Health, Education and Welfare's Office for Civil Rights to help determine enforcement priorities and guide the direction of the department's compliance reviews.

It was felt that this was a more effective approach. In the area of racial discrimination, for example, where we have used this proposed method of enforcement, we have achieved

the following results in elementary and secondary education between July 1973 and February 1975.

- a quarter of a million children were reassigned from racially identifiable classes;
- 26,000 special education students were re-evaluated;
- over 51,000 students were reassigned from racially identifiable schools;
- over 1,200 minority teachers and staff were hired;
- and over 2,500 teachers were reassigned from racially identifiable faculties.

One final word: It was the intention to approach Title IX enforcement in a constructive spirit. In order to achieve the goals of the Title as soon as possible, rather than undergo a series of futile confrontations and endless law suits. Schools and colleges were called upon to do their utmost in the same spirit.

To their great credit, many were already moving in good faith to end sex discrimination. For those who were not trying in good faith to end discrimination against women, Charles C. Cowell said, "We can wait no longer. Equal education opportunity for women is the law of the land--and it will be enforced."<sup>8</sup>

To assist the citizenry in the understanding and full implicating of Title IX legislation, the following questions and answers have been extracted from the writing of the legislated measure.

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<sup>8</sup>Charles C. Cowell and Wellman L. France, Philosophy and Principles of Physical Education, Englewood Cliffs: Prentice-Hall, Inc., 1963.

QUESTIONS AND ANSWERS  
OFTEN RELATED TO TITLE IX LEGISLATION

QUESTION:

What is Title IX?

ANSWER:

Title IX is that portion of the Education Amendments of 1972 which forbids discrimination on the basis of sex in educational programs or activities which receive Federal funds.

QUESTIONS:

Who is covered by Title IX?

ANSWER:

Virtually, every college, university, elementary and secondary school and preschool is covered by some portion of the law. Many clubs and other organizations receive Federal funds for educational programs and activities and likewise are covered by Title IX in some manner.

QUESTION:

Who is exempt from Title IX's provisions?

ANSWER:

Congress has specifically exempted all military schools and has exempted religious schools to the extent that the provisions of Title IX would be inconsistent with the basic religious tenets of the school.

Not included with regard to admission requirements ONLY are private undergraduate colleges, nonvocational elementary and secondary schools and those public undergraduate schools which have been traditionally and continuously single-sex since their establishment.

However, even institutions whose admissions are exempt from coverage must treat all students without discrimination once they have admitted members of both sexes.

QUESTION:

Does the law cover social sororities and fraternities?

ANSWER:

Congress has exempted the membership practices of social fraternities and sororities at the postsecondary level, the Boy Scouts, Girl Scouts, Camp Fire Girls, Y.W.C.A., Y.M.C.A., and certain voluntary youth services organizations. However, if any of these organizations conduct educational programs

which receive Federal funds open to nonmembers, those programs must be operated in a nondiscriminatory manner.

QUESTION:

May a vocational school limit enrollment of members of one sex because of limited availability of job opportunities for members of that sex?

ANSWER:

No. Further, a school may not assist a discriminatory employer by referral of students or any other manner.

QUESTION:

In athletics, what is equal opportunity?

ANSWER:

In determining whether equal opportunities are available, such factors as these will be considered:

- Whether the sports selected reflect the interest and abilities of both sexes;
- provision of supplies and equipment;
- game and practice schedules;
- travel and per diem allowances;
- coaching and academic tutoring opportunities and the assignment and pay of the coaches and tutors;
- locker rooms, practice and competitive facilities;
- medical and training services;
- housing and dining facilities and services;
- publicity.

QUESTION:

Must an institution provide equal opportunities in each of these categories?

ANSWER:

Yes. However, equal expenditures in each category are not required.

QUESTION:

What sports does the term "athletics" encompass?

ANSWER:

The term "athletics" encompasses sports which are a part of interscholastic, intercollegiate, club or intramural programs.

QUESTION:

When are separate teams for men and women allowed?

ANSWER:

When selection is based on competitive skill or the activity involved is a contact sport, separate teams may be provided for males and females, or a single team may be provided which is open to both sexes. If separate teams are offered, a recipient institution may not discriminate on the basis of sex in providing equipment or supplies or in any other manner.

Moreover, the institution must assure that the sports offered effectively accommodate the interest and abilities of members of both sexes.

QUESTION:

If there are sufficient numbers of women interested in basketball to form a viable women's basketball team, is an institution which fields a men's basketball team required to provide such a team for women?

ANSWER:

One of the factors to be considered by the Director in determining whether equal opportunities are provided is whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. Therefore, if a school offers basketball for men and the only way in which the institution can accommodate the interests and abilities of women is by offering a separate basketball team for women, such a team must be provided.

QUESTION:

If there are insufficient women interested in participating on a women's track team, must the institution allow an interested women to compete for a slot on the men's track team?

ANSWER:

If athletic opportunities have previously been limited for women at that school, it must allow women to compete for the men's team if the sport is a noncontact sport such as track. The school may preclude women from participating on a men's team in a contact sport. A school may preclude men or women from participating on teams for the other sex if athletic



opportunities have not been limited in the past for them, regardless of whether the sport is contact or noncontact.

QUESTION:

Can a school be exempt from Title IX if its athletic conference forbids men and women on the same noncontact team?

ANSWER:

No. Title IX preempts all state or local laws or other requirements which conflict with Title IX.

QUESTION:

How can a school athletics department be covered by Title IX if the department itself receives no direct Federal aid?

ANSWER:

Section 844 of the Education Amendments of 1974 specifically states that: "The Secretary shall prepare and publish . . . proposed regulations implementing the provisions of Title IX of the Education Amendments of 1972 relating to the prohibition of sex discrimination in Federally-assisted education programs which shall include with respect to intercollegiate athletic activities reasonable provisions considering the nature of particular sports."

In addition, athletics constitutes an integral part of the educational processes of schools and colleges and, thus, are fully subject to the requirements of Title IX, even in absence of Federal funds going directly to the athletic program.

The courts have consistently considered athletics sponsored by an educational institution to be an integral part of the institution's education program and, therefore, have required institutions to provide equal opportunity.

QUESTION:

Does a school have to provide athletic scholarships for women?

ANSWER:

Specifically, the regulation provides: "To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics."

QUESTION:

How can schools and colleges interested in a positive approach to Title IX deal with its provision?

ANSWER:

To encourage each school and college to look at its policies in light of the law, the final regulation now includes a self-evaluation provision. This requires that during the next year the educational institution look at its policies and modify them to comply with the law as expressed by the regulation. This includes remedying the effects of any past discrimination.

QUESTION:

Does Title IX cover textbooks?

ANSWER:

No. While the Department recognizes that sex stereotyping in curricula and educational material is a serious matter, it is of the view that any specific regulatory requirement in this area raises constitutional questions under the First Amendment. The Department believes that local education agencies must deal with this problem in the exercise of their traditional authority and control over curriculum and course content.

QUESTION:

Many universities administer substantial sums of scholarship money created by wills and trusts which are restricted to one sex. If the will or trust cannot be changed to remove the restriction, must the universities cease administration of the scholarship?

ANSWER:

Where colleges administer domestic or foreign scholarships designated by a will, trust or similar legal instrument, exclusively for one sex or the other, the scholarship recipients should initially be chosen without regard to sex. Then, when the time comes to award the money, sex may be taken into consideration in matching available money with students to be awarded the money. Scholarships, awards or prizes which are not created by a will, trust, or similar legal instrument, may not be sex-restricted.

QUESTION:

What are the Title IX requirements for counseling in schools and colleges?

ANSWER:

An institution using testing or other materials for counseling may not use different materials for males and females, nor may it use materials which lead to different treatment of students on the basis of sex.

If there is a class or course of study which has a disproportionate number of members of one sex, the school is required to assure that the disproportion does not stem from discrimination by counselors or materials.

QUESTION:

May college administer or assist in the administration of sex-restrictive scholarships, such as the Rhodes, which provide opportunities for students to study abroad?

ANSWER:

Yes, if (1) The scholarship was created by a will, trust, or similar legal instrument, or by an act of foreign government, and (2) The institution otherwise makes available reasonable opportunities for similar studies abroad by members of the other sex. Such opportunities may be derived from either domestic or foreign sources.<sup>9</sup>

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<sup>9</sup>Marie M. Hart, Editor, "Sports in the Sociological-Cultural Process", Dubuque: William C. Brown, Company, 1972. P. 143.

### CHAPTER III

#### IMPLICATIONS OF TITLE IX

In order to determine the full implications of Title IX, a two year comparative study was made. The study will compare the sports offerings, scheduling, personnel, budgeting, transportation and facilities prior to Title IX and after compliance.

##### Athletic Offerings

Since the Title IX legislation was first introduced, there has not been an increase in the sports offerings in boys' athletics at Central High School at the varsity level. In contrast, there has been two (2) additional sports for the girls; in the area of volleyball and basketball competition.

Prior to the passage of Title IX amendment, the girls' involvement in athletic competition on the varsity level included tennis, track, swimming, golf and gymnastics. The boys' offerings at the varsity level include football, basketball, track, cross country, wrestling, gymnastics, tennis, golf and swimming. The ratio of boys' offerings to girls' offerings is 10:7 respectively.

In general, the Title IX legislation states: Where students have to compete for a place on a particular team, school may establish separate teams for men and women or they may let men and women compete for the same team. However, when there are separate teams, they must be provided equal treatment in

every way. This includes equipment, facilities scheduling and travel support.<sup>9</sup>

### Athletes Participation

During the school year, 1971-72, there were 292 boys involved in athletic programs out of 750, 10-12 grade male population. (Please note during that year the ninth grade class was not eligible). The participation of girls in varsity athletic during that year (71-72, prior to Title IX implementation) was 69 out of 1200 female students enrolled. This represented 0.05% of the female population. During the year, 1971-72, there were ten (10) varsity sports offerings for the boys and five (5) for the girls.

With the passing of the desegregation order, the ninth grade students have been transferred from the building. This resulted in a decline in enrollment from the 1971-72 enrollment totals. The enrollment at Central High presently is 1709; with 900 females and 809 males.

Figure I on page 24 indicates the number of male and female athletes involved in the program prior to Title IX implementation and after compliance.

With the advent of Title IX, and the addition of two girls' sports offerings, this resulted in a substantial increase in female athletic participation. During the past year (75-76) the following number of girls participated in the following varsity sports: Tennis (9), volleyball (24), basketball (24),

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<sup>9</sup>A. Fins, "Sex and the School Principal: A Long Look at Title IX." NASSP Bulletin (Sept. 1974) p. 53-62.

FIGURE I  
ATHLETIC PARTICIPATION

SPORTS	BOYS			GIRLS		
	71-72	74-75	% Change	71-72	74-75	% Change
BASEBALL V-JV	36	36	0**	0	0	0
BASKETBALL V-JV & RES*	36	36	0	0	24	+
CROSS COUNTRY	10	10	0	0	0	0
FOOTBALL V-JV & RES	110	110	0	0	0	0
GOLF	8	8	0	8	8	0
GYMNASTICS	10	10	0	15	15	0
SWIM	15	15	0	12	12	0
TENNIS	8	8	0	9	9	0
TRACK	35	35	0	25	25	0
WRESTLING	24	24	0	0	0	0
VOLLEYBALL V-JV	0	0	0	0	24	+
TOTALS	292	292	0	69	117	70

\*Varsity--Junior Varsity--and Reserve

\*\*Athletic Squads are cut after tryouts.

track (25), golf (9), swimming (12), gymnastics (15), making a total of 116 participants. Therefore, making a 70% increase in the total female participants at Central High School as compared to 1971-72 total of 69 participants.

### Budgeting

Budgetary matters are a major aspect of an athletic program. For this study, two major concerns were addressed. These are: (1) Where are the additional expenditures allocated, and (2) where were expenditures increased?

Figure II, Athletic Expenditure, indicates that in 1971-72, approximately \$7692.50 was spent for boys athletics. During the school year 1974-75, that total was approximately \$3674 spent on boys' athletics. This represents an increase of approximately 0.9 percent in the total allocation for boys' athletics. During a comparable period, Figure II, indicates that during the school year 1971-72, an estimated \$942.54 was spent on girls' athletics prior to the passage and implementations of Title IX at Central High School. Figure II, page 26, further illustrates that the girls varsity sports, (volleyball and basketball), were added during the 1974-75 school year. There was an increase from \$942.57 during the school year 1971-72 to \$3533.57 during the school year 1974-75. That increase approximately represents a 270 percent boost in the budget. This boost in the budget was supplemented further since most of the equipment and supplies essential to the girls athletics program can be purchased or budgeted through the Physical Education Department. For example, such items as

FIGURE II  
ATHLETIC EXPENDITURE

SPORT	BOYS			GIRLS		
	71-72	74-75	% Change	71-72	74-75	% Change
BASEBALL V-JV	\$ 702.00	\$ 908.00	29	NOT OFFERED	NOT OFFERED	0
BASKETBALL V-JV & RES	1,897.20	2,108.00	11	0	1,200.00	+
CROSS COUNTRY	315.00	350.00	11	NOT OFFERED	NOT OFFERED	0
FOOTBALL V-JV & RES	2,983.50	3,315.00	11	NOT OFFERED	NOT OFFERED	0
GOLF	118.00	131.00	10	75.00	100.00	33
GYMNASTICS	234.00	260.00	11	257.00	317.57	24
SWIM	167.40	186.00	11	300.00	375.00	25
TENNIS	118.90	131.00	10	30.00	150.00	400
TRACK	315.00	350.00	10	280.00	350.00	25
WRESTLING	814.50	935.00	15	NOT OFFERED	NOT OFFERED	0
VOLLEYBALL V-JV	NOT OFFERED	NOT OFFERED	0	NOT OFFERED	1,041.00	+
TOTAL	\$7,692.50	\$8,674.00	13	\$942.57	\$3,533.57	275



gymnastics apparatus, tennis and golf supplies.

Both charts illustrate the fact that during the 1971-72 school year, the boys had ten (10) sports offerings as compared to five (5) sports offerings for the girls. In contrast, during the 1974-75 sports season, the boys' offerings remained the same and the girls' sports offerings increased to seven (7) with the advent of girls volleyball and basketball. As earlier noted, the additional girls' sports offerings increased the budget 270%. The additional revenue for operating the program and facilities had to be obtained from the general athletic funds. The initial costs placed an extreme hardship on the school athletic budget.

The Title IX legislation does not require school boards to make allocations to the various schools to support their athletic programs. Therefore, there is no specific allocation for athletics from the Omaha Public School Board of Education. However, the board has seen the necessity to make a small allocation to each school in the district. At present, the board is reimbursing the schools or providing transportation for girls athletics. The board pays the salaries of the individual coaches at a percentage rate of the current beginning teacher's base salary. It is projected that it will be ten years following the compliance of Title IX before the revenue derived from athletic events will be sufficient to operate in the profit area.

It is not anticipated that the Title IX legislation and the increased girls athletic programs at Central High School

will cause a curtailment in other sports offerings; nor will funds be required to offset the expense of the girls athletic program. To offset some shortage of funds to sustain the girls athletic program, boys basketball receipts, football receipts and activities ticket sales are used in balancing the budget.

#### Transportation and Scheduling

These two major headings are grouped together due to their close relationship in the development of this project. Figure III illustrates the transportation needs for a typical winter season month. Further, Figure III, indicates that the additional sports has placed a premium on the gymnasium facility. The present facility cannot accommodate the practice sessions and meet dates without extreme difficulties.

The additional teams has forced the scheduling of girls basketball primarily to the Conestoga Elementary School, boys' swim meets to the Norris Junior High School (Central does not have a pool), boys' varsity basketball to Norris Junior High School one night a week, sophomore basketball from 6:30 to 8:00 am.m. Girls gymnastics alternates with boys' basketball for an early or late starting time. All home meets are held in the one facility with exception of boys' varsity basketball.

The coordination of transportation to the many practice sessions and meet sites becomes a major problem. Transportation expenditures are reimbursed by the board of education since the district does not provide adequate facilities for practice and home meets. This expenditure is very substantial. This

# FIGURE III

## PRACTICE SCHEDULE

Access to the Facilities is During Prime Times  
of 2:30 to 6:45 P.M.

SPORT	BOYS		GIRLS	
	71-72	74-75	71-72	74-75
BASEBALL				
Varsity	YES*	YES*	NOT OFFERED	NOT OFFERED
J-Varsity	YES*	YES*		
BASKETBALL				
Varsity	YES*	YES*	YES*	YES*
J-Varsity	YES*	YES*	YES*	YES*
Reserve	NO	NO		
CROSS COUNTRY	YES*	YES*	NOT OFFERED	NOT OFFERED
FOOTBALL				
Varsity	YES*	YES*	NOT OFFERED	NOT OFFERED
J-Varsity	YES*	YES*		
Reserve	YES*	YES*		
GOLF	YES*	YES*	YES*	YES*
GYMNASTICS	YES	YES	YES	YES
SWIM	YES*	YES*	YES*	YES*
TENNIS	YES*	YES*	YES*	YES*
TRACK	YES*	YES*	YES*	YES*
WRESTLING	YES	YES	NOT OFFERED	NOT OFFERED
VOLLEYBALL				
Varsity	NOT OFFERED	NOT OFFERED	NOT OFFERED	YES*
J-Varsity				YES*

\*Transportation required to different facility.

Scheduling competitive events (Basketball, Wrestling, Gymnastics) create additional complications with the above practice schedule.

facility shortage is particularly unique to Central High School because there is limited space for expansion in the downtown area. While several other schools in the district have a similar problem with scheduling and transportation, Central High School's problem is particularly acute.

The cost to transport any team to practice sessions or meets will average \$33 per trip. Over a period of time, this becomes very costly.

### Personnel

With the passage of Title IX, the overall job of administering an athletic program has become demanding. An administrator or his designate is required to attend all athletic events. The assistant principal for activities and an aide, help administer the additional programs. At Central High School, one male and one female fill these positions. School size and program offerings determine the number and how these individuals are utilized.

As mentioned earlier, the coaching personnel for these additional offerings are paid from the district budget at a percentage of the beginning base salary. However, there were four (4) additional coaches added to handle the girls offerings.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The purpose of this project was to determine the impact of the implementation of Title IX requirements in athletics in a typical Class A Nebraska high school.

The Title IX legislation increased girls' participation at the varsity level from 69 participants to 117. The varsity offerings were increased from five (5) sports to seven (7) sports. The school budget was increased 270% for girls' athletics from Pre Title IX to Post Title IX in order to implement the program. The school district hired four (4) additional coaches, paid one-half of all supervisory and security personnel, and employed two (2) activities aides at \$1,250 each.

The passage of Title IX legislation has not created an increase in taxes, caused curtailment of sports offerings at Central High School, nor limited the activity offerings because of lack of available funds. However, it does place a new priority of needs on the budget. The budget was such that most needed supplies and equipment could be purchased as needed. Currently, some sports receiving a low priority of needs must wait another year for the "desired extras."

#### Conclusion

This study reveals that there was no significant change in boys' athletic participation. There has been no additional boys' offerings since Title IX legislation was enacted. On

the contrary, there has been a 70% increase in girls' participation with an additional two (2) sports offerings (volleyball and basketball).

Prior to Title IX, there were 69 girls involved in varsity athletic. The two (2) additional sports boosted this number to 117 female athletes participating in seven (7) varsity sports.

In the area of athletic expenditure, the study reveals that only an inflationary increase in the boys athletic budget occurred.

With the advent of Title IX, the two (2) additional sports offerings boosted the girls expenditure 275% more. The additional girls' sports offerings created problems in scheduling practices and home meets; therefore, having to resort to some sports practicing outside the present facility.

### Recommendations

First, it was recommended that a new gymnasium be constructed, (that facility is currently under construction), to relieve the over-crowded conditions of scheduling meets and practices.

Second, in order for the girls' program to become self supportive, qualified coaches must be employed who are specialists in their respective sports. Presently, this is not true. Perhaps the state should require all of its coaches to meet the minimum requirements before endorsement. It is strongly felt that all coaches should have knowledge of First Aid and CPR (Cardio-Pulmonary Respiratory) as part of

endorsement.

Third, since there is an out cry that there are too many activities, it is recommended that Central High School administrators consider shortening the sports season; reducing the number of meets; rearranging some sports from one season to another to relieve the over crowded use of the gymnasium in the winter season. At present, we have three (3) sports seasons: Fall (football, girls swim, cross country, boys gymnastics, girls golf, girls volleyball, and boys tennis); Winter (boys basketball, girls basketball, girls gymnastics, wrestling, and boys swim); Spring (boys and girls track, girls tennis, baseball, boys golf).

Fourth, it is recommended that the Central High School administrators and athletic staff consider combining teams for practice if the two (2) sports are moved to the same season. (Examples would be golf, tennis, gymnastics practicing together, but competing separately).

In conclusion, Title IX and equal rights will be with us indefinitely. We must develop management systems to cope with societal problems. The author of this study hopes that it reveals a strong willingness to meet and solve the challenges offered at Central High School by Title IX requirements.

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